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ABSTRACT

This book offers portraits of portfolio keepers--from first graders to university sophomores and graduate students, from teachers in graduate classes to administrators in public schools--as they learn how to use portfolios. The book's introductory chapter looks at shifting definitions of portfolios and offers seven principles to ensure growth of the portfolio movement. This chapter also describes the personal growth of a teacher-portfolio keeper and the shifts made in teaching over 3 years of assigning portfolios in class. Part 1 of the book presents portraits of classrooms where portfolios are kept--first, fifth, and eighth grades, sophomore year of college, and a graduate master's course for teachers. The chapters describe, from the teachers' perspectives, how portfolios can link theory to practice for students and teachers. Part 2 moves away from classroom specifics and examines the larger issues related to portfolios, offers suggestions for helping students learn to evaluate their own work, looks at the current situation in large-scale testing and performance assessment, and reviews the term portfolio as it is used in fine arts and financial investment. Part 3 offers portraits of four very different portfolio keepers: a superintendent, a college senior, and two second-grade boys. (Contains approximately 166 references.) (AA)

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